

EA 3.1 Observation of Teaching Segment

For this activity please select two of the teaching segments from the DVDs that your trainer has. Please do not use the ones that have been used in the training sessions by your trainer. After watching the teaching segments, please complete the conference planning form and a blank DDL protocol that was used in your training during Module 3. Please be specific on the planning form regarding the strengths and concerns related directly to the teaching standards and criteria.

Once you have watched each segment and the planning form please return the DVD to your trainer and provide them a copy of the completed forms via email or on paper.

Please return a completed copy of the Conference Planning Guide for each teaching segment to your trainer via email or paper.

Conference Planning Guide

Purpose:

To apply the knowledge and skills attained to a conference simulation.

Directions:

This is an additional opportunity for an evaluator to practice the preparation for conferencing in this new system.

Based on your observation of a teacher working with his or her class please on the DVD please complete all parts of the activity to the extent possible. It is not necessary to carry out the conference.

Grade level/subject observed:

Item	Evaluator Notes for this item
1. Focus of conference (select one): A. Classroom Observation B. Career Plan C. Performance Review D. Comprehensive Summative Evaluation E. Other	Specific description and the key question(s) that will shape the focus of the conference:
2. Areas of strength relating to the Iowa Teaching Standards and Criteria (use model descriptors as needed)	Identify those that may or will be included in the conference:
3. Data to share and discuss relating to areas of strength	Data sources and points:

Item	Evaluator Notes for this item
4. Areas for improvement relating to the Iowa Teaching Standards and Criteria (use model descriptors as needed)	Identify those that may or will be included in the conference:
5. Data to share and discuss relating to areas for improvement	Data sources and points:
6. What are examples of objective questions you might ask related to focus in the context of this conference?	
7. What are examples of reflective questions you might ask in the context of this conference?	
8. What are examples of interpretive questions you might ask in the context of this conference?	
9. What are examples of decisional questions you might ask in the context of this conference?	
10. Planning for the future: What next steps can be identified for taking best advantage of the persons strengths related to the teaching	

Item	Evaluator Notes for this item
standards and criteria?	
<p>11. Planning for improvement: What next steps can be identified for addressing areas of concern in future related to the teaching standards and criteria?</p>	
<p>12. Decisions made that leads to next steps in the context of (based on the selection you made in item #1):</p> <ul style="list-style-type: none"> A. Classroom observation B. Career plan C. Performance review D. Comprehensive summative evaluation E. Other 	
<p>13. Teacher Summarization: How will you check that the teacher clearly understands the key points of the conference?</p>	

Blank protocol for use with extended activity conference planning. Refer to the DDL Protocol in your appendix for definitions of terms.

Question: What question are you answering? Use the descriptors to guide conversations about the criteria and standards.
Area: Whom to involve: Expectations: Question to answer: Standards and Criteria addressed:
Information: What are the consequences of the decision? What information is needed to answer the question? How much? What quality of information?
Consequences: Amount/type of data needed: Collect:

Collect and Summarize: **Plan, collect, summarize, organize, and analyze the information.**

Plan yes/no why:

Organize:

Summarize:

Display:

Decide: Explain the results. Describe the decision. Justify using data.

Interpret:

Decision statement:

Communication:

Next steps: